**Vanessa Campagna**

**LESSON 1: What Makes a Hero?**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Reading and Literature Studies  **Overall:**  Reading and Literature Studies  1) Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  2) Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  **Specific:**  Reading and Literature Studies   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   2. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Maintain clarity and coherence in their writing | |
| **ESSENTIAL QUESTION(S) ADDRESSED:** What is heroism and which qualities would you identify with a hero? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story |
| **DIFFERENTIATED INSTRUCTION:**  Students have had previous introductory lessons on the various components of short stories and how to effectively read and review a short story. Students have also been introduced to the concept of heroism in short stories. Differentiated activities included throughout the lesson cater to students with multiple intelligences and varied styles of learning (audio, visual, linguistic). Learning support is provided in the form of a graphic organizer to help students organize their writing. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Mind Map: What Makes a Hero: AforL, AofL | |
| **LEARNING GOALS:**  By the end of this lesson, students will be familiar with the concept of heroism and the qualities that a hero possesses. They will also be able to identify heroes in their own lives and understand that there can be many types of heroes, including unconventional ones. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  Appendix 19: Mind Map: What Makes a Hero?  Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  Youtube video “Morgan Kelly On What Makes a Hero? Written by Morgan Kelly” <http://www.youtube.com/watch?v=M4trq_qYEXY>  Computer  LCD Projector  Pencil or Pen  Lined Paper | **AGENDA:**   1. What Makes a Hero? Youtube video 2. What Makes a Hero? Class Discussion and Mind Map 3. Paragraph Response 4. Silver Blaze (Read pages 645-652) |
| **MINDS ON:** *15 minutes*  Youtube Video  Students will watch the Youtube video “Morgan Kelly On What Makes a Hero? Written by Morgan Kelly” <http://www.youtube.com/watch?v=M4trq_qYEXY> , which will lead into the action phase of the lesson and the homework assignment for the day. | |
| **ACTION:** *50 minutes*  Mind Map  Students will be given the handout “Mind Map: What Makes a Hero?” (see Appendix 19). Teacher will read instructions for activity with the class, and students will be given the duration of the period to complete the activity. They must hand in their one paragraph response by the end of class, otherwise they must complete it for homework. | |
| **CONSOLIDATION:** *10 minutes*  Students will be given a copy of Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle (see Appendix 20). They must read pages 645-652 for homework. They must keep in mind the qualities of a hero when they read the story. | |
| **ACCOMMODATIONS & MODIFICATIONS:** Visual learners and students who may need learning or literacy support will benefit from the Mind Map exercise, as it includes a graphic organizer to help the student frame their arguments for writing their one paragraph response. | |

**APPENDICES:**

Appendix 19: Mind Map: What Makes a Hero?

Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle

**LESSON 2: Introducing The Adventure of Silver Blaze**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Reading and Literature Studies  **Overall:**  Reading and Literature Studies  1) Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  2) Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  **Specific:**   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   2. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   **2.1** identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Use detail and elaboration to make ideas clear to their audience * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:** What is heroism and which qualities would you identify with a hero? What are the major components of style and structure associated with a short story? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. * Use text details to analyze character, plot, setting, point of view and development of theme |
| **DIFFERENTIATED INSTRUCTION:**  Students have had previous lessons on the components of a short story and the concept of heroism. Students should know how to identify the different types of heroes that exist and how to identify heroism in writing. Differentiated activities included throughout the lesson cater to students with multiple intelligences and varied styles of learning (audio, visual, linguistic, mathematical). Learning supports are provided in the forms of a graphic organizer to help students organize their writing; an Exit Pass to help students reflect upon their learning; and class discussion to aid oral learners and engage students in peer response. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Homework Review: AforL, AofL  Think-Pair-Share: AforL  Reading Review w/ Graphic Organizer: AofL  Class Discussion and Exit Pass: AforL, AofL | |
| **LEARNING GOALS:**  By the end of this lesson, students will be able to identify and analyze various components of a short story, make inferences about plot, and identify heroism within the short story Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle. Students will also develop their reading and reasoning skills needed to understand mystery writing/detective fiction. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  Appendix 19: Mind Map: What Makes a Hero?  Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  Appendix 21: Mini Mystery: The Case of the Snack Shack  Appendix 22: Answer Slip 1  Appendix 23: Reading Response Sheet  Appendix 24: Reading Response Sheet Answer Key  Pencil or Pen | **AGENDA:**   1. Homework Review 2. Think-Pair-Share; Mini Mystery 3. Reading Response Sheet 4. Class Question and Answer Period 5. Exit Pass 6. Silver Blaze (Finish story; Read pages 652-660) |
| **MINDS ON:** *20 minutes*  Homework Review  Teacher will review the previous day’s homework with the class; see handout “Mind Map: What Makes a Hero?” (see Appendix 19). Students will be invited to share their personal responses to the class, and discuss their heroes and which quality/qualities they chose for their heroes. The main message the students will take away from the video and the homework is that there is no “true” definition for a hero – a hero can be anyone.  Think-Pair-Share  Students will be given the handout “Mini Mystery: The Case of the Snack Shack” (see Appendix 21). Each student must read the story, and with a partner, try to solve the mystery. Then, as a class, students will share their solutions to the crime, and the teacher will reveal the solution by handing out “Answer Slip 1” (see Appendix 22). | |
| **ACTION:** *30 minutes*  Reading Review w/ Graphic Organizer  Students will review their readings from the previous day; see Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle (see Appendix 20). Students will be given the handout “Reading Response Sheet” (see Appendix 23). Individually or with a partner, they must complete the handout. Handouts will not be collected, but are given to keep the students on track with their reading. | |
| **CONSOLIDATION:** *25 minutes*  Class Discussion and Exit Pass  Teacher will take up the “Reading Response Sheet” by way of class discussion. Students will be invited to share their answers with the class. This will give students the opportunity to reflect upon their reading, ask questions, and correct their work if necessary. Each student must have a completed handout signed by the teacher before the class ends (allot last ten minutes for signing response sheets). Their Exit Pass is to answer the final question of the handout individually (“What do you think happens next?”). For homework, students must finish the short story and read pages 652-660. | |
| **ACCOMMODATIONS & MODIFICATIONS:** Students with oral learning preferences will benefit from the Think-Pair-Share exercise, as it includes class discussion. Students who need additional learning and literacy support will benefit from the Reading Response Sheet as it scaffolds answers for the students. | |

**APPENDICES:**

Appendix 19: Mind Map: What Makes a Hero?

Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle

Appendix 21: Mini Mystery: The Case of the Snack Shack

Appendix 22: Answer Slip 1

Appendix 23: Reading Response Sheet

Appendix 24: Reading Response Sheet Answer Key

**LESSON 3: The Adventure of Silver Blaze Part 2**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Reading and Literature Studies  **Overall:**  Reading and Literature Studies  1) Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  2) Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  **Specific:**   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   2. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   **2.1** identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Use detail and elaboration to make ideas clear to their audience * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:** What is heroism and which qualities would you identify with a hero? What are the major components of style and structure associated with a short story? How do the concepts of heroism and justice intertwine? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. * Use text details to analyze character, plot, setting, point of view and development of theme |
| **DIFFERENTIATED INSTRUCTION:** Students have had previous lessons on the components of a short story, the concept of heroism, and how to identify the different types of heroes. Students have also learned how to make inferences about plot and identify heroism within short stories. Differentiated activities included throughout the lesson cater to students with multiple intelligences and varied styles of learning (audio, visual, linguistic, mathematical). Learning supports are provided in the forms of a graphic organizer to help students organize their writing; an Exit Pass to help students reflect upon their learning; and class discussion to aid oral learners and engage students in peer response. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Think-Pair-Share: AforL  Reading Review w/ Graphic Organizer: AofL  Class Discussion and Exit Pass: AforL, AofL | |
| **LEARNING GOALS:** By the end of this lesson, students will continue to identify and analyze various components of a short story, make inferences about plot, identify heroism, and analyze the concept of justice within the short story Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle. Students will also further develop their reading and reasoning skills needed to understand mystery writing/detective fiction. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  Appendix 25: Mini Mystery: The Case of the Disappearing Dimes  Appendix 26: Answer Slip 2  Pencil or Pen | **AGENDA:**   1. Think-Pair-Share; Mini Mystery 2. Reading Response Sheet 3. Class Question and Answer Period 4. Exit Pass |
| **MINDS ON:** *15 minutes*  Think-Pair-Share  Students will be given the handout “Mini Mystery: The Case of the Disappearing Dimes” (see Appendix 25). Each student must read the story, and with a partner, try to solve the mystery. Then, as a class, students will share their solutions to the crime, and the teacher will reveal the solution by handing out “Answer Slip 2” (see Appendix 26). | |
| **ACTION:** *30 minutes*  Reading Review w/ Graphic Organizer  Students will review their readings from the previous day; see Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle, pages 626-660 (see Appendix 20). Students will be given the handout “Reading Response Sheet 2” (see Appendix 27). Individually or with a partner, they must complete the handout. Handouts will not be collected, but are given to keep the students on track with their reading. | |
| **CONSOLIDATION:** *30 minutes*  Class Discussion and Exit Pass  Teacher will take up the “Reading Response Sheet 2 ” by way of class discussion. Students will be invited to share their answers with the class. This will give students the opportunity to reflect upon their reading, ask questions, and correct their work if necessary. Each student must have a completed handout signed by the teacher before the class ends (allot last ten minutes for signing response sheets). Their exit pass is to answer the final question of the handout individually (“Were you surprised by the ending? Why or why not? Furthermore, has justice been served?”). There is no homework. | |
| **ACCOMMODATIONS & MODIFICATIONS:** Students with oral learning preferences will benefit from the Think-Pair-Share exercise, as it includes class discussion. Students who need additional learning and literacy support will benefit from the Reading Response Sheet as it scaffolds answers for the students. | |

**APPENDICES:**

Appendix 22: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle

Appendix 25: Mini Mystery: The Case of the Disappearing Dimes

Appendix 26: Answer Slip 2

Appendix 27: Reading Response Sheet 2

Appendix 28: Reading Response Sheet 2 Answer Key

**LESSON 4: Adaptation**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Media  **Overall:**  Media  2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning  **Specific:**  Media   * 1. interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey   **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:** What is heroism and which qualities would you identify with a hero? What are the major components of style and structure associated with a short story? How do the concepts of heroism and justice intertwine? How can various adaptations of the same story be analyzed and compared? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Develop strategies for reading and responding personally and analytically to short stories * Use text details to analyze character, plot, setting, point of view and development of theme |
| **DIFFERENTIATED INSTRUCTION:** Students have had previous lessons on the components of a short story, the concept of heroism, how to identify the different types of heroes, make inferences about plot, and identify heroism and the concept of justice within short stories. Differentiated activities included throughout the lesson cater to students with multiple intelligences and varied styles of learning (audio, visual, linguistic, mathematical). Learning support is provided in the form of an Exit Pass to help students reflect upon their learning. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Class Barometer: AasL, AforL  Critical Movie Screening: AforL  Exit Pass: AforL, AofL | |
| **LEARNING GOALS:** By the end of this lesson, students will be able to analyze justice and the role of the hero within the short story Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle. Students will also be able to analyze a movie adaptation of the written work by Conan Doyle and make critical comparisons between the two versions of the story. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  Appendix 29: Exit Pass: Tell Me One Thing...  Computer  LCD Projector  Pencil or Pen | **AGENDA:**   1. Class Barometer; Is Holmes a Hero? Silver Blaze? 2. Critical Movie Screening: The Adventure of Silver Blaze 3. Exit Pass: Tell Me One Thing... |
| **MINDS ON:** *15 minutes*  Class Barometer  There will be 2 numbers posted on opposite sides of a classroom wall (1 and 10). Students must view the wall as a scale, and place themselves along the scale according to the following questions: “Is Sherlock Holmes a hero?” and “Is Silver Blaze a hero?” 1 means “no” and 10 means “yes.” Students who place themselves at any point along the scale are invited to share their reasoning with the class as to why or why not they think either of these figures in the story are heroes. The idea of this activity is to engage the class in thinking what a conventional hero is versus an unlikely one, and to think about the kind of behaviour, characteristics, traits, etc. normally associated with a hero. | |
| **ACTION:** *55 minutes*  Critical Movie Screening  Students will be watching the movie version of The Adventure of Silver Blaze, as it is posted on Youtube:  Silver Blaze Part 1 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=hjwVXKmm2b0>  Silver Blaze Part 2 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=NQbARjQRgzY&feature=related>  Silver Blaze Part 3 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=NQbARjQRgzY&feature=related>  Silver Blaze Part 4 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=-ZH6Uykui_8&feature=related>  Silver Blaze Part 5 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=c86uCyLGf30&feature=related>  Silver Blaze Part 6 of 6 (Sherlock Holmes ) <http://www.youtube.com/watch?v=L_pi6jCUB_0&feature=related>  (approximately 55 mins total) | |
| **CONSOLIDATION*:*** *5 minutes*  Exit Pass  Students will complete the Exit Pass “Tell Me One Thing...” (see Appendix 29) and hand it in before they leave the classroom. | |
| **ACCOMMODATIONS & MODIFICATIONS:** Students with oral learning preferences will benefit from the Class Barometer exercise, as it includes class discussion. Students with strong audio and visual learning preferences will benefit from watching the film version of the story, as it may help them understand better the written version of the story.  \*NOTE\* This lesson could be modified for a drama classroom. Students will have the opportunity to look at the movie through a dramatic lens using the same criteria as English students for examining plot, setting, mood, characterization, etc. | |

**APPENDICES:**

Appendix 29: Exit Pass: Tell Me One Thing...

**LESSON 5: Releasing Your Inner Film Critic**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Writing  Media  **Overall:**  Writing  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  Media  2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning  **Specific:**  Writing  **1.4.** Identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas  Media:  **1.2**interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey  **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * Use detail and elaboration to make ideas clear to their audience * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:** What is heroism and which qualities would you identify with a hero? What are the major components of style and structure associated with a short story? How do the concepts of heroism and justice intertwine? How can various adaptations of the same story be analyzed and compared? | |
| **KNOWLEDGE :**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Refine grammar, usage, and composition skills in a variety of formats * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. * Use text details to analyze character, plot, setting, point of view and development of theme |
| **DIFFERENTIATED INSTRUCTION:** Students have had previous lessons on the components of a short story, the concept of heroism, how to identify the different types of heroes, make inferences about plot, identify heroism and the concept of justice within short stories, and how to compare different versions of the same story. Differentiated activities included throughout the lesson cater to students with multiple intelligences and varied styles of learning (audio, visual, linguistic, mathematical). Learning support is provided in the form of an Exit Pass to help students reflect upon their learning. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Think-Pair-Share: AforL  Critical Movie Analysis: AofL | |
| **LEARNING GOALS:** By the end of this lesson, students will be able to analyze the differences between the movie adaptation of the short story the Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle and make critical comparisons between the two versions of the story, especially in regard to the concepts of heroism and justice. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  Appendix 20: Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  Appendix 30: Mini Mystery: The In-Line Skater by Hy Conrad  Appendix 31: Answer Slip 3  Appendix 32: Critical Movie Analysis: The Adventure of Silver Blaze  Lined Paper  Pencil or Pen | **AGENDA:**   1. Think-Pair-Share; Mini Mystery 2. Work Period 3. Critical Movie Analysis: The Adventure of Silver Blaze |
| **MINDS ON*:*** *15 minutes*  Think-Pair-Share  Students will be given the handout “Mini Mystery: The In-Line Skater by Hy Conrad” (see Appendix 30). Each student must read the story, and with a partner, try to solve the mystery. Then, as a class, students will share their solutions to the crime, and the teacher will reveal the solution by handing out “Answer Slip 3” (see Appendix 31). | |
| **ACTION:** *50 minutes*  Work Period  Students will have the opportunity to work on their Culminating Activity. | |
| **CONSOLIDATION:** *10 minutes*  Critical Movie Analysis  Students will review the movie version of The Adventure of Silver Blaze that was watched the previous class. Students will receive the handout “Critical Movie Analysis: The Adventure of Silver Blaze” (see Appendix 32) and answer the questions as outlined on the handout. They must do this for homework. | |
| **ACCOMMODATIONS & MODIFICATIONS:** Students with oral learning preferences will benefit from the Think-Pair-Share exercise, as it includes class discussion. Students who need learning and literacy support will benefit from the Critical Movie Analysis handout as it scaffolds and organizes the students’ responses for them. Students who need extra time for the Culminating Activity will benefit from the built in work period. | |

**APPENDICES:**

Appendix 30: Mini Mystery: The In-Line Skater by Hy Conrad

Appendix 31: Answer Slip 3

Appendix 32: Critical Movie Analysis: The Adventure of Silver Blaze